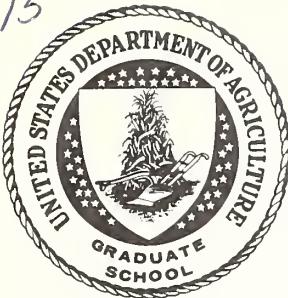


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AUG 27 1964

GRADUATE SCHOOL

EDUCATION FOR A
STRONGER NATION

Newsletter

April 16, 1964

CALENDAR OF EVENTS

May 5

Faculty Luncheon

"New Directions in Continuing Education"
by Dr. Eugene Johnson, Executive
Director, Adult Education Association

HOW TO EVALUATE EDUCATION AND TRAINING

Learning is the process for bringing about changes in human behavior. Evaluation of learning therefore consists of finding out to what degree the changes we are trying to bring about are actually taking place.

So said Dr. Ralph Tyler, Director of the Center for Advanced Study in the Behavioral Sciences, in a special lecture to faculty and friends of the Graduate School



FOLLOW-UP -- Dr. Tyler (second from left), after his talk in the auditorium, met with several of us for further discussion. Pictured here are (left to right) Dr. Joseph L. Matthews, Division of Extension Research and Training, Federal Extension Service; Dr. Tyler; Dr. John B. Holden, Director, Graduate School; Miss M. Clare Ruppert, Coordinator, Adult Services, D. C. Public Library, and Chairman of our Committee on Academic Excellence; and Dr. James J. McPherson, Head, Demonstration Center, Division of Educational Research, Office of Education.

March 19 in USDA's Jefferson Auditorium. He went on to point out that the first step in evaluation is to clarify what our objectives are.

"Catalogues," he noted, "deal with the content of a course--but they do not indicate what a student is to learn to do with that content--in what way he may be expected to react to the content--what he may expect to get from it."

"We must decide what it is we are trying to develop in our students before we know what we are looking for in trying to evaluate them. To evaluate, we need a clear idea of what we want to accomplish."

Citing some different types of objectives, Dr. Tyler mentioned (1) cognitive learning--such as understanding of concepts, principles, or generalizations; (2) interest--which he defined as using free time to continue to learn more about a subject, or simply as gaining satisfaction from the experience; (3) attitude, which usually involves developing different ways of perceiving a subject; and (4) the development of skills, practices, or habits.

"To get evidence of the extent to which students are reaching such objectives," Dr. Tyler said, "simply requires common sense--looking at student behavior in situations where it is possible to see whether or not interest has developed, or whether understandings have been gained."

"Adequate evaluation will not be obtained through a test which merely requires memorization of lectures or assigned written material if there are other objectives for the courses. Evidence must be obtained in a situation as close as possible to the life situation in which the desired behavior (objective) would normally be manifested.

"We have a much wider range of behavior which could be appraised than we have customarily appraised when you consider the range of possible ways to get evidence of change.

"If your purpose is to evaluate a course rather than to grade individual students, then you can deal with a representative sample of the individuals in the course rather than getting evidence about every student.

Summarizing, Dr. Tyler said that evaluation requires that the teacher clarify his objectives--know what they mean--then collect evidence of behavior in relation to these objectives. But, he pointed out, the teacher cannot take credit for all the achievement shown by the student. "Students don't come in blank."

He added that since education is an effort to make improvement in the individual, appraisal requires evidence of change. Therefore we need appraisal early in the

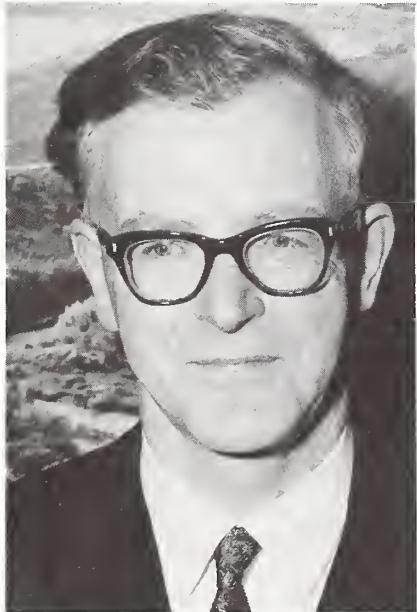
program and again toward the end to determine what change has taken place. There are no absolute standards that can be used for such appraisal, but over time it is possible to see whether students this year are gaining more than last year's, for instance. Or sometimes you can compare courses, students, or methods.

Can a preliminary evaluation of a course be made? Dr. Tyler suggested that the teacher do so by asking himself these questions:

1. Am I providing the opportunity for students to achieve the objectives of the course?
2. Does the student get the notion of how to do the thing he is expected to do?
3. Is there enough "stuff" (material) in this course for the student to practice on? (i.e., enough cases for analysis if the objective of the course is to develop this ability to analyze?)
4. Is there a reward system such that satisfaction will be obtained from the desired behavior?

* * * *

STAFF TRAINING IN THE BRITISH GOVERNMENT



N. S. Kiernan, head of the Division of Organization and Methods Training, in the British Department of Treasury, delighted a near-capacity crowd at our April faculty luncheon with a description of how the British Civil Service operates--with particular emphasis on its training activities.

Enlivening his comments with flashes of dry wit, Mr. Kiernan sketched the operating principles of the civil service. "The British civil servant doesn't choose his own career," he said, "it's chosen for him. Once he's admitted to the service, his potential is evaluated and his course is charted for him. He doesn't volunteer for training--he's assigned to it. But most of his training comes through experience--it's planned that way. He is given varying work assignments to fit him for later higher responsibilities. And most of his formal training is directed toward the specific job to

which he is currently assigned--not toward fitting him for something else. Any outside education is strictly up to the individual--but it's not too likely to directly affect his career."

Each Department of the British Government has its own training officer, who has a full-time staff of instructors, and each Department carries out its own self-contained training program. In some cases, where there are too few people within a Department requiring a particular type of training, the Treasury Department (comparable to the U.S. Bureau of the Budget) arranges a course for the whole of the Civil Service. This is the case with the courses in Organization and Methods. These O&M courses generally last about five weeks and have an enrollment of 16 to 20 people. Other centralized courses include those for staff training instructors and staff inspectors.

Training courses are based on two principles: (1) that they should consist principally of practical work--problem solving, seminars, and the like, rather than lectures and set talks; and (2) that they should be on a full-time basis, conducted during office hours, at no expense to the individual, and preferably in a location removed from the place of employment so that the trainee gets completely away from his work.

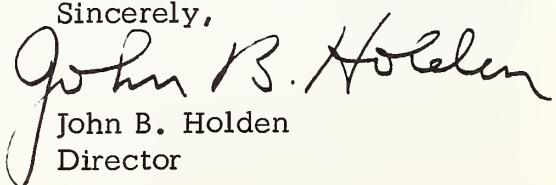
Two major types of training are conducted, vocational and managerial. The latter is carried out at three levels: supervisory, middle management, and advanced. One of the chief values of the managerial training courses is thought to be their effect in breaking down suspicion, misunderstanding, ignorance, and jealousy between offices and between Departments. This same objective is also pursued through the movement of personnel from headquarters to local offices and vice versa.

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We have just received copies of our new Jump-McKillop publication, PUBLIC ADMINISTRATION - A KEY TO DEVELOPMENT. Copies are available from our Book-store at \$1.50 each.

In June, the Graduate School will offer a new daytime management development program--The Managerial Grid Laboratory Seminar. It will be offered in cooperation with Dr. Robert Blake and Dr. Jane Mouton, from Texas. Their approach to training the management working team together has received wide acceptance in private industry and we are anxious to test it out with government agencies. For more information, call Mr. O. F. Peterson on 296-4664.

Schedules listing 1964 summer session evening courses are now available in the Graduate School office. Registration will be May 23-28. Classes begin June 1 and continue for 10 weeks.

Sincerely,

John B. Holden
Director